



School No.5215

Phone: 9360 9322

TERM 1 DATES

Monday 13th March

Labour Day

Tuesday 21st March

Harmony Day

Thursday 6th April

Last Day of Term 1



Principals Update

It has been great to have such positive attendance at the Student Support Group Meetings conducted across this week. This time is devoted to teachers sharing with parents and carers the academic and social priorities for your child. Teachers may also have utilised this time to elaborate on safety and engagement strategies to support your child's learning and to glean parents' perspectives around priority issues for discussion. For the Senior Years students, the SSG also provides important context around how the learning priorities are modified to support students with the skills, knowledge and competencies required for their post-school pathways. A reminder to families that the Semester 1 **Individual Learning Plan** will be sent home on **Friday 30th March**. Teachers will have used this personal opportunity to establish the most effective means of communicating with you, (XUNO, email, communication book, text) and expectations around the regularity of communications. A reminder that Seesaw is a digital portfolio that supports the learning priorities for your child. You should expect to see a post at least weekly on this platform.

School Council Elections

With only 2 days remaining before nominations close, I regret to announce that I have had no nominations for the category of "**Parent member**" to date. This is a very disappointing position to be in. I would genuinely encourage all parents to reconsider how you can play a vital role in your child's school, supporting the ongoing development of the broad direction and learning vision. School Councils represent the views of the school community for the purpose of making decisions in regard to the school and the students at the school. For the benefit of this discussion, I have again included within this newsletter the timelines and Nomination Forms

The Annual General Meeting of School Council will be conducted on **Tuesday, March 28th at 6.30.** with the Annual Report presented.



With football season nearly upon us we were treated to an impromptu visit from the Western Bulldogs, inclusive of their captain Marcus Bontempelli, I had to check the spelling as I'm generally not a Bulldogs fan!! But this day was an exception and like all the staff and students that participated in the drills, we revelled in the occasion. There was a significant amount of pre-preparation to ensure that the students were suitably prepared for the occasion.





Labour Day - Monday 13th March
No school due to public holiday in Victoria

The 2023 Cultural Diversity Week (March 11th – 21st) theme is *Our Past. Our Future: Celebrating and reflecting on the contributions of Victoria's multicultural communities*. Multiculturalism is a core part of the Victorian identity, our character, and our way of life. Our state is home to people who speak 290 languages and have 314 different ancestries. It's also a place where anyone can contribute and belong. Cultural Diversity Week is a time to celebrate the power, influence, and stories of Victoria's rich multicultural communities, and all Victorians are invited to participate through a variety of in-person events and activities.

Cultural Diversity Celebration Day Activities

Friday 24th March JSS:

Dress Up Day – All students and staff are encouraged to dress in National Costume or the colour **Orange** which symbolizes “inclusiveness”.

Incursion (9-10.30)- Jungle Shimmy

Classroom Activities - Cultural art, crafts, sports or play activities in classes.

Lunch – Students opt-in to taste Nan bread.

Announcing! One of the most popular events in our calendar.

Jennings Street School Easter Raffle

Donations are now open for the Easter Raffle, these can be dropped off at the school entrance foyer.

Raffle ticket books will be sent home in Week 8 and must be returned with money by Friday 30th March



Final Day Term 1 – Thursday, April 6th 2023



From January **2023** our school will begin introducing some changes to help us strengthen support for students with disability.

Disability Inclusion will help our school better understand what our students need to help them learn and participate at school. It involves:

- a new Disability Inclusion Profile and school funding model to strengthen support for students with disability.
- more resources, training and coaching for our teachers and school staff about the best ways to support students with disability.

From **January 2023** the **Disability Inclusion Profile** will be available to help us identify the strengths, needs, and adjustments we can make to assist students' learning, participation, and engagement at school.

The Disability Inclusion Profile **replaces the Program for Students with Disabilities (PSD) application process.**

Over the coming years, we will invite families of students who are currently part of the PSD, and other students with disability and additional learning needs, to participate in a meeting to complete a Disability Inclusion Profile.

We will invite the families of identified students to participate in this process in 2023. If you are involved, you will receive a letter, information package and consent form late next week. The consent must be completed and returned to the school prior to the end of term.

We will use **school funding and supports provided through Disability Inclusion** for more training and professional development for teachers and school staff, expert advice about disability, employing new teachers and other staff to help plan and deliver adjustments for students, and resources to support learning.

The new Disability Inclusion approach ensures our school is better able to support students with disability and additional learning needs.

Jennings Street School is excited to be part of Disability Inclusion and we look forward to continuing to support our students to learn and thrive.

If you have any questions about your child's learning or Disability Inclusion, or need translation or interpreting assistance, please contact the principal, Rosie Hayes.

Information sheet about Disability Inclusion

This information sheet provides an overview of Disability Inclusion and what families can expect to change at their school. Schools are encouraged to share this with families as needed or hand it out at the information session.

Disability Inclusion

Jennings Street School is excited to introduce Disability Inclusion, a new approach to help us improve support for our students. Disability Inclusion will help our school better understand what our students need to help them learn, through:

- a new funding model with more investment
- a new strength-based process called the Disability Inclusion Profile to help identify the student's goals, needs and adjustments we can make to assist students' learning, participation, and engagement at school.
- more training and coaching for teachers and school staff about the best ways to support student learning.

A new funding model with more investment

The new funding model provides additional investment that our school can use to support students.

This additional investment will provide more support for students with disability. Our school can use this funding for a range of activities including:

- more training and professional development for teachers and school staff
- getting expert advice about disability
- hiring teachers or other staff to help plan and deliver changes for students.
- equipment and resources to support learning.

The Disability Inclusion Profile

The Disability Inclusion Profile will help us find out more about your child's strengths and needs. It will inform personalised funding allocations and help us plan student learning and adjustments a student may need to learn and participate at school.

The new Disability Inclusion Profile process will replace the Educational Needs Questionnaire used as a part of the current PSD.

As we transition over the next three years, families will be asked to attend a meeting to complete a Disability Inclusion Profile for their child.

People who know your child will be involved in the meeting, along with an independent, trained facilitator who will help our school and families complete the profile.

We will work with you to find the most suitable time to complete your child's profile.

More training and coaching for teachers and school staff.

Disability Inclusion will give more teachers and support staff a better understanding of disability and how to respond. This could include access to:

- more professionals in schools who are experts in disability.
- coaching
- professional learning
- evidence-based guidance and resources
- scholarships.

More information

Visit www.education.vic.gov.au/disabilityinclusion to find out more about Disability Inclusion.

If you would like to talk about your child's needs at school, or if you need translation or interpreting assistance, please contact the principal Rosie Hayes

Child safe policies identify procedures and critical actions schools are required to have in place to respond to complaints or concerns relating to child abuse. All staff and members of our school community are required to understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities. The JSS school council has recently endorsed the updated Child Safe policy. A copy of this policy is contained in this newsletter.



WELCOME TO LY13!

LY13 have had a great start to the school year, and everyone has settled in extremely well.

In Literacy, we have had great fun learning about different genres and in particular learning all about the different features associated with Action/ Adventure stories with the plan to write our own individual action stories by the end of term. The students have learned about imagery, symbolism and cliffhangers and everyone was able to relate these topics to books and movies they have experienced.

In Maths, they have been learning about place value, patterns and addition and practising using these skills in real-life contexts, particularly with money.

For our Project Based Learning, the students will be hosting a Morning Tea. As a group, they have decided that they would like this to be a fundraiser similar to their Bake Sale last year. They loved the idea of raising money for charity this way. In order to prepare for this Morning Tea, they have also been learning about healthy eating in order to gain a better idea of what types of food they would like to serve on the day.

Travel Training has also gotten off to a great start with the students making trips to the local tennis club. It's a great way for the students to get out and experience the community while also having lots of fun together!

The students have been really enjoying their electives this term – in the school newspaper, we have been learning about reliable websites, summarising articles as well as the importance of audience. The students will be learning to plan and create their own articles to hopefully be added to the school newsletter next term!

In Home Ec – the students have chosen to make foods from different continents this term. Term 1 kicks off with African foods. They have been exploring a variety of different dishes from all around Africa. Learning to follow recipes and work independently.

In Art, they have learnt how to use a variety of materials, paints, pencils, pastels, chalk, and charcoal while also working on their individual drawing/painting projects.

Gardening- the students have been kept busy maintaining the cafe garden and getting the new planter boxes up and running. This can really test their problem-solving skills especially when the sprinkler system wasn't working. Finally, in Cafe- the students have been learning about the different roles in the cafe. They also introduced the new role of table service practising their communication and customer service skills as well as their time management!

We also had a fantastic day when the Western Bulldogs came to visit us – the students were all in their element playing games, asking questions, and getting some photos!





School Council Elections

School Councils are made up predominantly of mums and dads who are prepared to give a couple of hours each month in order to have a greater connection with their child's learning.

What is the role of School Council?

- Groups who make decisions that set the direction of the school.
- Being a school council member means taking part in shaping the future of the school.
- Some school councils also have community members who are chosen by the council. These members have skill sets, knowledge or expertise in the local community that may benefit the school.

What would be my role in the school council?

- Attend monthly meetings (8 meetings in total) and it would be an advantage if you could also participate in a subcommittee meeting (this is negotiable)
- Help create and check the school's budget.
- Contribute to the school's strategic plan.
- Make decisions on policies like investments, payments by parents, and dress code.

Jennings Street School Council Composition 2023 = 13 members

DET Reps	Parent Reps	Community Reps	Students
Executive Officer – Principal Teacher Rep Teacher Rep 2023 Vacancies = 0	6 x Parent Reps 2022 Vacancies = 2	2 x Community Reps 2022 Vacancies = 2	2 x Student Reps Exempted
Term of Office = 2 years			

Important Dates and Information about the School Council Election process:

Call for Nominations in the category of Parent Member, with vacancies advertised.

School Council Election information, processes and timeline for nominations will be sent home in hard copy today **Thursday 23rd February** and is also attached to this newsletter.

Important Dates and Information about the School Council Election process:

Notice Of Election and Call for Nominations – **Thursday 23rd February**

Closing Dates for Nominations: – **4 p.m. Friday 10th March**

Posting of Candidates on school notice board – **Tuesday 14th March**

Ballot Papers distributed (If Election required) – **Tuesday 14th March**

Ballot Closing Date - **4 p.m. Tuesday 21st March**

Vote Count – **Wednesday 22nd March**

Declaration of Poll – **Thursday 23rd March**



SCHOOL COUNCIL ELECTIONS SCHEDULE 5A: SELF-NOMINATION FORM FOR PARENT MEMBER CATEGORY

I wish to declare my candidacy for an elected position as a parent member on the.....
.....school council.

Name:

Residential address:

Contact phone (mobile or landline):Email:

I am the parent/guardian of, who is/are currently enrolled at this school.

I am an employee of the Department of Education and Training but not engaged in work at and for the
School Yes / No (please circle)

I am prepared to serve as a Parent Member of the above-named school council. I hereby declare that I
am not:

- an undischarged bankrupt
- of unsound mind
- currently serving a sentence for an indictable offence; or
- a registrable offender within the meaning of the *Sex Offenders Registration Act 2004*.

Signature of Candidate: Date..... /..... /.....

You will be notified when your nomination has been received.

Personal information provided in this form is collected as part of the school council election nomination process. The information may be used to determine your eligibility as a candidate. Your personal information may be disclosed as a result of inspection prior to the commencement of voting or at any time up to one year from the declaration of the poll.

Your name will be included in a list of school council candidates and nominators (where applicable) posted in a prominent position at the school and for candidates, on a ballot paper (where applicable).

Further, the name, membership category, gender, term of office, office held (if any) of school council members and notification of whether the member is an employee of the Department will be forwarded to the Department of Education and Training by the principal by 30 April each year as a record of council membership and may be used for statistical purposes.

You can access your personal information by contacting the principal on 9360 9322.

If you choose not to give some or all of the information requested your nomination may not be accepted.

If you have any queries about the school council nomination process, please contact the principal.



SCHOOL COUNCIL ELECTIONS SCHEDULE 5B: NOMINATION FORM FOR PARENT MEMBER CATEGORY

I wish to nominate..... for an elected position as a parent member on the
.....school council.

CANDIDATE’S DETAILS: Name.....

Residential address.....

Contact phone (mobile or landline) Email.....

I am the parent/guardian of, who is/are currently enrolled at this school.

The person I have nominated is the parent/guardian ofwho is/are currently enrolled at this school.

The person I have nominated is an employee of the Department of Education and Training but not engaged in work at and for the school. Yes / No (please circle)

Name of Nominator.....

Signature of Nominator..... Date..... /..... /.....

You will be notified when your nomination has been received.

Personal information provided in this form is collected as part of the school council election nomination process. The information may be used to determine your eligibility as a candidate and to nominate. Your personal information may be disclosed as a result of inspection prior to the commencement of voting or at any time up to one year from the declaration of the poll.

Your name will be included in a list of school council candidates and nominators (where applicable) posted in a prominent position at the school and for candidates, on a ballot paper (where applicable). Further, the name, membership category, gender, term of office, office held (if any) of school council members and notification of whether the member is an employee of the Department will be forwarded to the Department of Education and Training by the principal by 30 April each year as a record of council membership and may be used for statistical purposes.

You can access your personal information by contacting the principal at 93609322.

If you choose not to give some or all of the information requested your nomination may not be accepted. If you have any queries about the school council nomination process, please contact the principal.

Privacy Collection Notice

Information for students, parents, and carers

The Department of Education and Training (the Department) values your privacy and is committed to protecting the personal and health information that schools collect. All school staff must comply with Victorian privacy law and the [School's Privacy Policy](#). This notice explains how the Department, including Victorian government schools (schools), handles personal and health information. On occasion, specific consent will be sought for the collection and use of information, for example, for a student to receive a health service. Our schools are also required by legislation, such as the *Education and Training Reform Act 2006*, to collect some of this information. Throughout this notice, 'staff' includes principals, teachers, student support service officers, youth workers, social workers, nurses and any other allied health practitioners, and all other employees, contractors, volunteers and service providers of the school and the Department. On enrolment, and during the ordinary course of a student's attendance at a school, schools will collect information about students and their families for the following purposes:

- educating students
- supporting students' social and emotional well-being, and health
- fulfilling legal obligations, including duty of care, anti-discrimination law and occupational health and safety law
- communicating and engaging with parents
- student administration
- school management
- supporting policy in relation to student education and well-being.

If this information is not collected, schools may be unable to provide optimal education or support to students or fulfil legal obligations. For example, our schools rely on parents to provide **health information** about any medical condition or disability that their child has, medication their child may take while at school, any known allergies and contact details of their child's doctor. If parents do not provide all relevant health information, this may put their child's health at risk. Our schools also require current, relevant information about all **parents and carers** so that schools can take account of safety concerns that affect their children. Parents should provide schools with copies of all current parenting plans and court orders about or that affect their children and provide updated copies when they change. When parents enrol their child in primary school, they will be asked to provide personal and health information in several ways, including via the Enrolment Form, the [School Entrance Health Questionnaire](#) (SEHQ) and the [Early Childhood Intervention Service](#) (ECIS) Transition Form.

The **Enrolment Form** is used to collect information that is essential for the purposes listed above, and requests information such as:

- **Emergency contacts** – Individuals' parents nominate for a school to contact during an emergency. Parents should ensure that their nominated emergency contact agrees to their contact details being provided to the school and that they understand their details may be disclosed by the Department if lawful, e.g., in the case of emergency communications relating to bush fires or floods.
- **Student background information** – Information about country of birth, Aboriginal or Torres Strait Islander origin, language spoken at home and parent occupation. This information enables the Department to allocate appropriate resources to schools. The Department also uses this information to plan for future educational needs in Victoria and shares some information with the Commonwealth government to monitor, plan and allocate resources.
- **Immunisation status** – This assists schools to manage health risks and legal.



obligations. The Department may also provide this information to the Department of Health and Department of Families, Fairness and Housing to assess immunisation rates in Victoria, but not in a way which identifies students.

- **Visa status** – This is required to process a student's enrolment.

All schools may use departmental systems and online tools such as apps and other software to effectively collect and manage information about students and families for the purposes listed above. When schools use these online tools, they take steps to ensure that student information is secure. If parents or carers have any concerns about the use of these online tools, please contact the school. School staff will only share student and family information with other school staff who need to know to enable them to educate or support the student as described above. Information will only be shared outside the school (and outside the Department) as required or authorised by law, including where sharing is required to meet the duty of care, antidiscrimination, occupational health and safety, and child wellbeing and safety obligations. The information collected will not be disclosed beyond the school and Department without parent consent unless such disclosure is lawful. When a student transfers to another school (including Catholic, independent, and interstate), personal and/or health information about that student may be transferred to the next school. Transferring this information is in the best interests of the student and assists the next school to provide the best possible education and support to the student.

For further detail about how and what level of information is provided to the next school, refer to the: [Enrolment: Student transfers between schools](#).

Schools only provide school reports and ordinary school communications to students, parents, carers, or others who have a legal right to that information.

Requests for access to other student information or by others must be made by lodging a [Freedom of Information \(FOI\)](#) application.

To update student or family information, parents should contact their school. For more information about how schools and the Department collect and manage personal and health information, or how to access personal and health information held by a school about you or your child, refer to the: [Schools' Privacy Policy](#)

Secondary School Immunisation Program

Key messages for school principals to distribute to parents/guardians early in Term 1, 2023

OFFICIAL

What is the Secondary school immunisation program?

The secondary school immunisation program offers free vaccines provided by the [National Immunisation Program](#) (NIP) each year to students in Year 7 and Year 10.

Year 7 students

- single dose of human papillomavirus (HPV) vaccine (unless student is immunocompromised)
- single booster dose of diphtheria, tetanus and whooping cough (pertussis) vaccine

Year 10 students

- single dose of Meningococcal ACWY vaccine

HPV vaccine schedule change 2023

- From February 2023, the recommended HPV vaccine schedule for most people has **changed from two-doses to a single dose** course using the same Gardasil[®]9 vaccine. There is no change to the amount of vaccine that is given in the single dose.
- The change is based on advice from the Australian Technical Advisory Group on Immunisation (ATAGI) who have considered the latest international scientific and clinical evidence. **A single dose provides comparable protection as a two-dose course.**
- Most young people who have already received one dose of HPV vaccine are now **considered fully vaccinated** under this program change and will not need any further doses.
- There is no change to the dosing schedule for people who are **immunocompromised**. They should still receive the recommended three doses of the HPV vaccine which are all funded under the NIP.
- The **catch-up program** for adolescents who missed vaccination at school has also been extended to include young people up to and including **25 years of age**. This will allow greater access to and equity of vaccination.

Key messages for parents/guardians

- Parents/guardians of students in Year 7 and Year 10 should **look out for the vaccine information and consent form** coming home from school with your child.
- **Read** the vaccine information, **complete**, and **return the signed consent form by [insert date]**.
- If you choose not to consent for your child to be vaccinated as part of the school-based immunisation program, you also need to return the consent form.



OFFICIAL

Document file (use header style)

- For further information about the school-based immunisation program contact the local council immunisation service [\[insert details\]](#).
- To learn more about the Secondary school immunisation program in Victoria visit: www.betterhealth.vic.gov.au/health/healthyliving/immunisation-in-secondary-schools

Image for use in school communications Term 1 - 2023



To receive this document in another format, email the [Immunisation Unit](mailto:immunisation@health.vic.gov.au) <immunisation@health.vic.gov.au>

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Child Safety Responding and Reporting Obligations (including mandatory reporting) Policy and Procedures



Help for non-English speakers

If you need help to understand the information in this policy please contact Jennings Street School – 9360 9322

PURPOSE

The purpose of this policy is to outline the procedures our school has in place to respond to complaints or concerns relating to child abuse and to ensure that all staff and members of our school community understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities.

SCOPE

This policy applies to complaints and concerns relating to child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school (physical and online).

DEFINITIONS

Child abuse

Child abuse includes:

- physical violence inflicted on a child
- sexual offences committed against a child
- grooming of a child by an adult
- family violence committed against or in the presence of a child
- serious emotional or psychological harm to a child
- serious neglect of a child.

The definition of child abuse is broad and can include student to student incidents and concerns, as well as behaviour committed by an adult.

Grooming



Grooming is a criminal offence under the *Crimes Act 1958* (Vic) and is a form of child abuse and sexual misconduct. This offence targets predatory conduct undertaken by an adult to prepare a child, under the age of 16, to engage in sexual activity at a later time. Grooming can include communicating (including electronic communications) and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent or carer.

School staff member

For the purpose of this policy a school staff member includes a contractor engaged by the school or school council to perform child-related work.

POLICY

Jennings Street School understands the important role our school plays in protecting children from abuse. We have a range of policies and measures in place to prevent child abuse from occurring at our school or during school activities.

Information for students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Jennings street School they should start with a member of staff they trust, often their classroom teacher.
- If a classroom teacher gets a disclosure they must follow the school process of reporting to their learning specialist who will immediately address the concern with the Principal and/or assistant Principal.

Identifying child abuse

To ensure we can respond in the best interests of students and children when complaints or concerns relating to child abuse are raised, all staff and relevant volunteers must:

- understand how to identify signs of child abuse and behavioural indicators of perpetrators - for detailed information on identifying child abuse and behavioural indicators of perpetrators refer to [Identify child abuse](#).
- understand their various legal obligations in relation to reporting child abuse to relevant authorities - for detailed information on the various legal obligations refer to Appendix A
- follow the below procedures for responding to complaints or concerns relating to child abuse, which ensure our school acts in the best interests of students and children and complies with both our legal and Department policy obligations.

At Jennings Street School we recognise the diversity of the children, young people, and families at our school and take account of their individual needs and backgrounds when considering and responding to child safety incidents or concerns.



Procedures for responding to an incident, disclosure, allegation or suspicion of child abuse

In responding to a child safety incident, disclosure, allegation or suspicion, Jennings Street School will follow:

- the [Four Critical Actions for Schools](#) for complaints and concerns relating to all forms of child abuse
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending
- our Student Wellbeing and Engagement Policy and Bullying Prevention Policy for complaints and concerns relating to student physical violence or other harmful student behaviours.

School staff and volunteer responsibilities

1. Immediate action

If a school staff member or volunteer witnesses an incident of child abuse, or reasonably believes, suspects or receives a disclosure or allegation that a child has been, or is at risk of being abused, they must:

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid (appropriate to their level of training) and call 000 for urgent medical or police assistance where required to respond to immediate health or safety concerns.
- Notify the principal Rosemary Hayes or the assistant principal Monique Cooley as soon as possible, who will ensure our school follows the steps in these procedures.

NOTE for staff and volunteers:

- if you are uncertain if an incident, disclosure, allegation or suspicion gives rise to a concern about child abuse you must always err on the side of caution and report the concern to a member of the school leadership team who will immediately action the correct process to address the suspicion.

Refer to Appendix B for guidance on how to respond to a disclosure of child abuse.

2. Reporting to authorities and referring to services

As soon as immediate health and safety concerns are addressed, and relevant school staff have been informed, the principal Rosemary Hayes or the assistant principal Monique Cooley **must** report all incidents, suspicions and disclosures of child abuse as soon as possible.



The following steps will ensure our school complies with the four critical actions as well as additional actions required under the Child Safe Standards.

The Principal or Assistant Principal must ensure:

- all relevant information is reported to the Department of Families, Fairness and Housing (DFFH) Child Protection, Victoria Police or relevant services where required
 - the incident is reported to the Department's [eduSafe Plus portal](#) or the Incident Support and Operations Centre (1800 126 126) in accordance with the severity rating outlined in the [Managing and Reporting School Incidents Policy](#)
 - all [reportable conduct](#) allegations or incidents are reported by the Principal to the Department's Employee Conduct Branch (03 7022 0005) – where a reportable conduct allegation is made against the Principal, the Regional Director must be informed who will then make a report to Employee Conduct Branch

NOTE: In circumstances where staff members are legally required to report child abuse to DFFH Child Protection or Victoria Police and they are unable to confirm that the information has been reported by another person at the school or the designated member of school staff does not agree that a report needs to be made, the staff member who has formed the reasonable belief must still contact DFFH Child Protection and Victoria Police to make the report.

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST or The Orange Door (in circumstances where the family are open to receiving support) DFFH Child Protection or Victoria Police.

3. Contacting parents or carers

The Principal or Assistant Principal must ensure parents and carers are notified unless advised otherwise by DFFH Child Protection or Victoria Police, or there are other safety and wellbeing concerns in relation to informing parents/carers.

Principals may contact the Department of Education and Training Legal Division for advice on notifying parents and carers, and where relevant, the wider school community.

For further guidance, refer to [PROTECT Contacting parents and carers](#)

4. Ongoing protection and support

The Principal or Assistant Principal must ensure appropriate steps are taken by the school to protect the child and other children from any continued risk of abuse. These steps must be taken in consultation with any relevant external agency or Department staff such as DFFH Child Protection, Victoria Police, Legal Division or Employee Conduct Branch. Ongoing protection will also include further reports to authorities if new information comes to light or further incidents occur.

Appropriate, culturally sensitive and ongoing support must be offered and provided to all affected students. Ongoing support will be based on any available advice from the Department, parents and carers, health practitioners, and other authorities (such as DFFH or



Victoria Police) and may include referral to wellbeing professionals, development of a safety plan, student support group meetings, and, for student-to-student incidents, behaviour management and support measures.

5. Recordkeeping

The Principal or Assistant Principal will ensure that:

- detailed notes of the incident, disclosure, allegation or suspicion are taken. Using the use of the [Responding to Suspected Child Abuse: Template](#) or the [Responding to Student Sexual Offending: template is recommended](#) including, where possible, by the staff member or volunteer who reported the incident, disclosure, or suspicion to them
- detailed notes are taken of any immediate or ongoing action taken by the school to respond to the incident, disclosure, allegation or suspicion
- all notes and other records relating to the incident, disclosure, allegation or suspicion, including the schools immediate and ongoing actions, are stored securely in the locked office filing cabinet, secure admin folder.

For school visitors and school community members

All community members aged 18 years or over have legal obligations relating to reporting child abuse – refer to Appendix A for detailed information.

Any person can make a report to DFFH Child Protection or Victoria Police if they believe on reasonable grounds that a child is in need of protection. For contact details, refer to the [Four Critical Actions](#).

Members of the community do not have to inform the school if they are making a disclosure to DFFH Child Protection or the Victoria Police. However, where a community member is concerned about the safety of a child or children at the school, the community member should report this concern to the principal so that appropriate steps to support the student can be taken

Additional requirements for all staff

All staff play an important role in supporting student safety and wellbeing and have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students.

Fulfilling the roles and responsibilities in the above procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse. This means that if, after following the actions outlined in the procedure, a staff member reasonably believes that a child remains at risk of abuse, they must take the following steps:

- if they are concerned that the school has not taken reasonable steps to prevent or reduce the risk, raise these concerns with the principal in the first instance, and escalate to the regional office if they remain unsatisfied.



- report the matter to the relevant authorities where they are unable to confirm that the information has been reported by another staff member

Staff must refer to Appendix A for further information on their obligations relating to reporting to authorities.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website (or insert other online parent, carer, student communication method)
- Included in staff induction processes and annual staff training
- Included in volunteer induction processes and training for relevant volunteers
- Discussed at annual staff briefings or meetings
- Included in staff handbook or manual
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies and guidance are relevant to this policy:

- [Child Safe Standards](#)
- [Protecting Children — Reporting and Other Legal Obligations](#)
- [Managing and Reporting School Incidents](#)
- [Reportable Conduct](#)
- [Restraint and Seclusion](#)
- [Identify child abuse](#)
- [Report child abuse in schools \(including four critical actions\)](#)
- [Identify and respond to student sexual offending](#)

The following school policies are also relevant to this policy:

- Child Safety [and Wellbeing] Policy
- Child Safety Code of Conduct
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Inclusion and Diversity Policy



EVALUATION

This policy will be reviewed every two years or more often if necessary due to changes in regulations or circumstances.

Approval and review

Created date	May 15th 2019
Consultation	School parent community via newsletter 01.09.2022 Policy Subcommittee of school council 17.08.2022 School staff community via school bulletin 05.09.2022
Endorsed by	School council
Endorsed on	30.08.2022
Next review date	17.08.2024

15.05.2019 – v1 – date of implementation, this policy supersedes the original mandatory reporting policy
11.03.2020 – v2 – updated in line with DET template
v17.08.2022 - updated in line with DET template, updated footer and evaluation box to reflect community consultation.

APPENDIX A

LEGAL OBLIGATIONS RELATING TO REPORTING CHILD ABUSE

The following information outlines the various legal obligations relating to the reporting of child abuse to relevant authorities.

It is important to note that the procedures outlined in the above policy ensure compliance with the below reporting obligations, and also include additional steps to ensure compliance with Department policy and our school's duty of care obligations.

Mandatory reporting to Department of Families, Fairness and Housing (DFFH) Child Protection



The following individuals are mandatory reporters under the *Children, Youth and Families Act 2005* (Vic):

- registered teachers and early childhood teachers (including principals and school staff who have been granted permission to teach by the VIT)
- school counsellors including staff who provide direct support to students for mental, emotional or psychological wellbeing, including (but not limited to) school health and wellbeing staff, primary welfare coordinators, student wellbeing coordinators, mental health practitioners, chaplains, and Student Support Services staff
- nurses
- registered psychologists
- police officers
- registered medical practitioners
- out of home care workers (excluding voluntary foster and kinship carers)
- early childhood workers
- youth justice workers
- people in religious ministry
- midwives

All mandatory reporters must make a report to the Department of Families, Fairness and Housing (DFFH) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/ or sexual abuse; and
- the child's parents or carers have not protected, or are unlikely to protect, the child from harm of that type.

A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at Jennings Street School to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal or any other mandatory reporter does not share their belief that a report is necessary.

If charged with not making a mandatory report, it may be a defence for the person charged to prove that they honestly and reasonably believed that all of the reasonable grounds for their belief had been the subject of a report to child protection made by another person.

The identity of a person who reports any protective concerns to DFFH Child Protection is protected by law. It is an offence for a person, other than the person who made the report, to disclose the name of the person who made a report or any information that is likely to lead to their identification.

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually. We also encourage all other staff to undertake this module, even where they are not mandatory reporters].



The policy of the Department of Education and Training (DET) requires **all staff** who form a reasonable belief that a child needs protection to discuss their concerns with the school leadership team and to report their concerns to DFFH and in some circumstances to Victoria Police, or to ensure that all the information relevant to the report has been made by another school staff member.

Any person can make a report to DFFH Child Protection (131 278 – 24-hour service) if they believe on reasonable grounds that a child is in need of protection even if they are not a mandatory reporter listed above.

Reporting student wellbeing concerns to Child FIRST/Orange Door

At Jennings Street School we manage a referral to Child FIRST/Orange Door through our wellbeing process if staff have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST/Child FIRST see the Policy and Advisory Library: [Protecting Children – Reporting and Other Legal Obligations](#).

Reportable Conduct

The Reportable Conduct Scheme is focussed on worker and volunteer conduct and how organisations investigate and respond to suspected child abuse. The scheme aims to improve organisational responses to suspected child abuse and to facilitate the identification of individuals who pose a risk of harm to children.

There are five types of 'reportable conduct' listed in the *Child Wellbeing and Safety Act 2005*:

- sexual offences against, with or in the presence of, a child
- sexual misconduct (which includes grooming) against, with or in the presence of, a child
- physical violence against, with or in the presence of, a child
- behaviour that causes significant emotional or psychological harm to a child
- significant neglect of a child.

A reportable conduct allegation is made where a person makes an allegation, based on a reasonable belief, that a worker or volunteer has committed reportable conduct or misconduct that **may** involve reportable conduct.

If school staff or volunteers become aware of reportable conduct by any current or former employee, contractor or volunteer, they must notify the school principal immediately. If the allegation relates to the principal, they must notify the Regional Director.

The principal or regional director must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former employees of the school (including Department, allied health, casual and school council employees), contractors and volunteers (including parent volunteers).

- Employee Conduct Branch: 03 7022 0005 or employee.conduct@education.vic.gov.au



The Department's Secretary, through the Manager, Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made.

For more information about reportable conduct see the Department's *Policy and Advisory Library: Reportable Conduct* and the Commission for Children and Young People's [website](#).

Failure to disclose offence

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 in Victoria.

Failure to disclose information to Victoria Police (by calling 000, local police station or the Police Assistance Line 131 444) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a 'reasonable belief' might be formed when:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

"Reasonable excuse" is defined by law and includes:

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed to Victoria Police and you have no further information to add (for example, through a mandatory report to DFFH Child Protection or a report to Victoria Police from another member of school staff).

Failure to protect offence

This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer or visitor)



poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.

This may include removing the adult (ie persons aged 18 years and over) from working with children pending an investigation and reporting your concerns to Victoria Police.

If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.

Further information

For more information about the offences and reporting obligations outlined in this fact sheet refer to: [Protecting Children — Reporting and Other Legal Obligations](#).



APPENDIX B: MANAGING DISCLOSURES OF CHILD ABUSE

Important information for staff

When managing a disclosure relating to child abuse you should:

- listen to the student and allow them to speak
- stay calm and use a neutral tone with no urgency and where possible use the child's language and vocabulary (you do not want to frighten the child or interrupt the child)
- be gentle, patient and non-judgmental throughout
- highlight to the student it was important for them to tell you about what has happened
- assure them that they are not to blame for what has occurred
- do not ask leading questions, for example gently ask, "What happened next?" rather than "Why?"
- be patient and allow the child to talk at their own pace and in their own words
- do not pressure the child into telling you more than they want to, they will be asked a lot of questions by other professionals, and it is important not to force them to retell what has occurred multiple times
- reassure the child that you believe them and that disclosing the matter was important for them to do
- use verbal facilitators such as, "I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way ("what happened next?")
- tell the child in age appropriate language you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate (for a young child this may be as simple as saying "I will need to talk to people to work out what to do next to help you")
- Take prompt action in relation to following the procedures outlined below.

When managing a disclosure you should AVOID:

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making any promises you will keep the information the student provided confidential
- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).



Camps, Sports, and Excursions Fund applications

The Camps, Sports and Excursions Fund helps eligible families to cover the costs of school trips, camps, and sporting activities.

If you have a valid means-tested concession card, such as a Veterans Affairs Gold Card, Centrelink Health Care Card, or Pensioner Concession Card, or are a temporary foster parent, you may be eligible. There is also a special consideration category for asylum seekers and refugee families.

Payment amounts this year are \$125 for eligible primary school students and \$225 for eligible secondary school students. Payments are made directly to the school to use towards expenses relating to camps, excursions, and sporting activities for the benefit of your child.

If you applied for CSEF through Jennings Street School last year, you do not need to complete an application form this year, unless there has been a change in your family circumstances.

If you would like to apply for the first time, a copy of the 2023 CSEF Application Form is attached to today's newsletter. You can also download the forms and find out more about the program and eligibility, on the Department of Education and Training's Camps, Sports, and Excursions Fund web page.

https://www.education.vic.gov.au/Documents/about/programs/CSEF_application_form.pdf

Check with the school office if you are unsure, and please return the completed forms to the school office as soon as possible.



CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

School Name

School REF ID

Parent/carer details

Surname _____

First name _____

Address _____

Town/suburb _____ State _____ Postcode _____

Contact number _____

Centrelink pensioner concession OR Health care card number (CRN)

- - - OR

Foster parent under a temporary care order* OR Veterans affairs pensioner (Gold Card)**

*Foster Parents must provide a copy of the temporary care order letter from the Department of Families, Fairness and Housing (DFFH).

**Applicants must provide a copy of the Veteran Affairs Gold card

Is this an application for special consideration (no CRN needed)? Yes No

Student details

Student's surname	Student's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Families, Fairness and Housing (DFFH) to provide the results of that enquiry to DET.

I understand that:

- DFFH will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.
- this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DFFH and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the DFFH and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant _____ Date ____/____/____



THE EDUCATION STATE

CSEF ELIGIBILITY

Below are the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 – General eligibility

To be eligible for the fund, a parent or carer of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one
 - on the first day of Term two
- a) be a holder of one or more of the eligible financially-means tested cards **OR** be a temporary foster parent, and;
- b) submit an application to the school by the due date.

For the list of eligible financially-means tested cards refer to the CSEF Policy: <https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/policy>

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with the above.

Criteria 2 - Be of school age and attend school in Victoria

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

Special Consideration

A special consideration category exists for

- Families on a bridging visa, temporary protection visa, in community detention or are asylum seeker families
- Students in temporary out of home care arrangements, including statutory kinship care

For more information, see <https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/guidance/eligibility>

Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/carer concession card being validated successfully with Centrelink on the first day of either term one (30 January 2023) or term two (24 April 2023).

PAYMENT AMOUNTS

CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: \$125 per year.
- Secondary school student rate: \$225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

For ungraded students, the rate payable is determined by the student's date of birth. For more information, see: www.education.vic.gov.au/about/programs/Pages/csef.aspx


















Year 7 government school students who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents/carers so please register your interest at the school.

HOW TO COMPLETE THE APPLICATION FORM

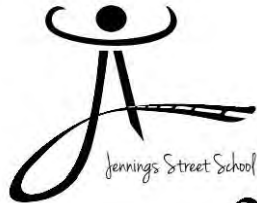
NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/CARER DETAILS section.
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.
If you are claiming as a temporary Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.
If you are seeking special consideration, mark this in the form and provide a copy of the relevant documentation.
2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2023 closes on the 23 June 2023.

CANTEEN MENU – TERM 1

2023 - Tuesdays & Fridays			
Name:			
Class Number:			
Item		Price	Quantity
Chips		\$3	
Margarita pizza pizza base, cheese, mixed herbs		\$3	
Simple Chicken burger bun, chicken schnitzel, mayonnaise	 	\$3	
Chicken burger with lettuce bun, chicken schnitzel, mayonnaise, cheese, lettuce	 + 	\$4	
Toasted cheese sandwich bread, cheese		\$2	
Toasted ham and cheese sandwich English muffin, cheese, ham		\$2	
Salad without chicken Lettuce, cherry tomato, cheese, ranch sauce, pasta	 	\$3	
Salad with chicken Lettuce, cherry tomato, cheese, ranch sauce, pasta, chicken goujons	 	\$4	
Yoghurt cup with strawberries Greek yoghurt, fresh strawberries	 + 	\$1	
Yoghurt cup with peaches Greek yoghurt, fresh peaches	 + 	\$1	
Chicken Pesto Wrap chicken goujons, lettuce, cheese, tomato pesto, soft white wrap		\$3	
Total Cost			
Cash enclosed			
Change Given (Completed by Canteen)			

Please note: "special requests" and "modifications" to recipes cannot be made.



2023

POST-SCHOOL PATHWAYS EXPO

Thursday 11th May 2023

From 5.30 – 7.00p.m.

@ Jennings Street School

(4 Jennings Street, Laverton 3028 VIC)

This is an opportunity for families to develop awareness, networks and connections with an array of post-school options, including recreational and leisure providers and programs, SLES providers, social groups, supported employment, autism specific networks and mentoring.

Light refreshments and afternoon tea will be catered by **All Things Equal**

Please RSVP by Monday 1st May, 2023

If you have any questions, please contact Meliz at meliz.ramadan@education.vic.gov.au





MOOMBA LONG WEEKEND
9-13 MARCH 2023



WHEELCHAIR AND MOBILITY The Moomba site and most program activities are accessible by wheelchair and mobility aids – that includes walking aids, wheelchairs, mobility scooters and people with prams. Please note that access carnival rides can vary and some rides may not be appropriate depending on the individual's access requirements.

SOCIAL STORIES

Social Stories support those with disability by preparing them for what they will see, hear and do at an event. They are a way to prepare children and adults with disability for an event, new activity or change to routine. With pictures and simple text, Social Stories help to lessen the anxiety of the new by introducing them to the things that they will see, hear and can do – ahead of time. This enables children to ask questions and familiarise themselves before the day – and supports everyone to have the best possible experience. We have also provided a Quiet Zone located in the Traveller's Aid marquee on Boathouse Drive in Alexandra Gardens for those who need a calm space to unwind.

[View the Moomba Social Story](#) ↗ , print it out and make it your own.

SUNFLOWER INITIATIVE

Moomba Festival and the City of Melbourne are proud supporters of the Hidden Disabilities Sunflower Initiative, assisting those with hidden disabilities. People who need assistance can choose to wear a Sunflower symbol so that trained Moomba staff can offer their assistance. To pre-order Sunflower symbol or for enquiries, contact us at moomba@melbourne.vic.gov.au. Sunflower lanyards will also be available for free on-site at the event from the Traveller's Aid marquee staff on Boathouse Drive.



Cooking Class

Every Wednesday

4pm to 8:30pm
5 NDIS hours charged



*Activity includes pick up and drop off from home. Out of pocket cost: \$10.

Day Session



10am to 4pm
6.5 NDIS hours charged

Evening Session



HOBSONS BAY

SUPPORTED PLAYGROUPS

Laverton P-12 College
Tuesdays 10am-12pm



A weekly session for you and your child run by a trained early childhood professional during the school term.

For further information please contact the **Playgroup** team

Phone: **1300 179 944**

Email: playgroups@hobsonsbay.vic.gov.au

Hobsons Bay City Council is committed to being a child safe organisation and has zero tolerance for child abuse.



Council acknowledges the Bunurong People of the Kulin Nation as the Traditional Owners of these municipal lands and waterways, and pay our respects to Elders past and present.

